

## **Remedial Academies: Guidelines and Considerations**

1. The challenge to create self-sustaining academies results in large measure from two pressures. The first is the expectation for better educational outcomes. Much of this effort is focused on public education with the assumption that high school graduates should be prepared for college. A second pressure is that State resources are finite and there is increasing pressure to find new efficiencies. Virtually every program is under scrutiny. The idea of improving secondary school outcomes should result in reduced remediation efforts in higher education. Likewise, higher education should find new ways of managing a program that some view as an expensive redundancy in the system.
2. Comprehensive data regarding current remediation efforts should guide policy changes. Of particular concern is the issue of how well students perform in regular classes after they complete remediation work. Related issues include persistence rates, degree completion and program costs.
3. Alignment between requirements for high school graduation and college admission must be established. Systemic changes in how mathematics and composition are taught and assessed throughout middle school and high school must be part of the discussion.
4. The primary focus in redefining remedial work should be advancing student success. Our fundamental assumptions are that all students should have access to higher education and that all students should have the tools to succeed. An important consideration in the design and establishment of remedial academies is to ensure that students not be disadvantaged by high costs and/or becoming unqualified for financial aid.
5. Remediation may occur in a variety of ways and the USHE should not be confined to a single model. Many different approaches may work, and the development of remedial academies is simply one of them. Nevertheless, it is an idea worth considering, along with other innovative approaches such as the early college high schools and middle college programs being tried in many states.
6. While program efficiency is one of the driving factors behind the remedial academy proposal, Governor Walker has emphasized that any savings resulting from this effort should be redirected to other pressing needs faced by each higher education institution.
7. Remediation and developmental education programs are part of the historic and continuing role of the comprehensive community college. Remediation academies as described herein fall clearly within the role and mission of Utah's community colleges.